

**San José State University  
Anthropology Department  
ANTH 230: Theory in Practice  
Fall 2021 Semester**

<b>Instructor:</b>	A.J. Faas, Ph.D.
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<b>Office Hours:</b>	Mondays and Wednesdays, 3-5 pm via Zoom (link on Canvas)
<b>Class Days/Time:</b>	Mondays 6:00 pm – 8:45 pm
<b>Classroom:</b>	Zoom, Synchronous (Link on Canvas)
<b>Prerequisites:</b>	ANTH 131 or instructor consent
<b>GE/SJSU Studies Category:</b>	N/A
<b>Course Fees:</b>	N/A
<b>Course Units</b>	<b>3</b>

**Note: This course has been approved for compliance with the Graduation Writing Assessment Requirement (GWAR)**

### **Course Format**

#### **Canvas and MYSJSU Messaging**

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on [Canvas Learning Management System course login website](http://sjsu.instructure.com) at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through [MySJSU](http://my.sjsu.edu) at <http://my.sjsu.edu> to learn of any updates.

#### **Course Description**

This course provides an overview of social theories that have impacted anthropology over the past 150 years. The course also examines the interconnections between social theories and various forms of applied anthropology. Although the history of anthropological thought

can be traced back for many centuries, we will begin in the late 1850s for the sake of convenience.

This course will be conducted as a student-led seminar. In other words, several times during the semester, you (along with a group of peers) will be responsible for presenting the week's readings and for leading the discussion of articles and books. More information will be provided during the first seminar meeting.

This graduate course is offered within the context of an applied anthropology MA program. However, as you will learn this semester, the division between "applied" and "theoretical" anthropology is arbitrary, and it emerged relatively recently (in the 1930s) in the US. The goal of this seminar is not so much to train capable applied anthropologists as it is to train capable anthropologists.

### **Course Learning Outcomes (CLO)**

Students who successfully complete this course should be able to:

1. To learn about different theories of culture and society developed by British, French, US, and other social scientists from the 19th century to the present.
2. To understand how historical, political and economic contexts shaped and impacted these theories.
3. To examine the relationship between anthropological theories and methods and the relationship between anthropological theories and practices.
4. To compare and contrast classic ethnographies from the past and the present.
5. To analyze and discuss the relationship of anthropological knowledge and the general public.
6. To trace the development of ethical practice in anthropology.
7. To conduct library research and prepare an academic term paper.

### **Required Texts/Readings**

#### **Required Textbooks**

Amrute, Sareeta. 2016. *Encoding Race, Encoding Class: Indian IT Workers in Berlin*. Durham: Duke University Press.

Barrios, Roberto. 2017. *Governing Affect: Neoliberalism and Disaster Reconstruction*. Lincoln: University of Nebraska Press.

DeLeon, Jason. 2015. *The Land of Open Graves: Living and Dying on the Migrant Trail*. Berkeley: University of California Press.

Gordillo, Gaston R. 2014. *Rubble: The Afterlife of Destruction*. Durham: Duke University Press.

Moore, Henrietta L., and Todd Sanders. 2014. *Anthropology in Theory: Issues in Epistemology, Second Edition*. Malden, MA: Wiley.

***\*In addition to these books, several readings will be posted for download on the course Canvas site (see below).***

**Because this course fulfills the Graduate Writing Assessment Requirement (GWAR), it is imperative that you pay special attention to the term paper and other written assignments this semester. The following books are highly recommended guides for helping you answer questions you may have about grammar, punctuation, word usage, and style:**

*The Elements of Style* by William Strunk, Jr. and E.B. White

*Clean, Well-Lighted Sentences* by Janis Bell

*A Manual for Writers of Research Papers, Theses, and Dissertations* by Kate Turabian

### **Other Readings (Available Through Canvas)**

Da Col, Giovanni, Claudio Sopranzetti, Fred Myers, Anastasia Piliavsky, John L. Jackson, Jr., Yarimar Bonilla, Adia Benton, and Paul Stoller. 2017. "Why Do We Read the Classics?" *Hau: Journal of Ethnographic Theory* 7(3):1-38.

Faas, A.J. 2016. "Vulnerability in Anthropological Perspective." *Annals of Anthropological Practice* 40(1):14-27.

Harrison, Faye. 1999. "Anthropology as an Agent of Transformation: Introductory Comments and Queries." In *Decolonizing Anthropology: Moving Further toward an Anthropology for Liberation*, edited by Faye Harrison, 1-13. Arlington, VA: Association of Black Anthropologists, American Anthropological Association.

Ingold, Tim. 1995. "Globes and Spheres: The Topology of Environmentalism." In *Environmentalism: The View from Anthropology*, edited by Kay Milton, 31-42. New York: Routledge.

Marino, Elizabeth, and A. J. Faas. 2020. "Is Vulnerability and Outdated Concept? After Subjects and Spaces." *Annals of Anthropological Practice* 44(1):33-46.

Mintz, Sidney. 1997 [1979]. "Time, Sugar, and Sweetness." In *Food and Culture*, edited by Carole Counihan and Penny Van Esterik, 357-369. New York: Routledge.

Valentine, David. 2003. "'I Went to Bed with My Own Kind Once': The Erasure of Desire in the Name of Identity." In *Anthropological Theory: An Introductory History*, edited by R. Jon McGee and Richard L. Warms, 578-592. New York: Rowman and Littlefield.

### **Library Liaison**

The Anthropology Library Liaison is Silke Higgins, [Silke.Higgins@sjsu.edu](mailto:Silke.Higgins@sjsu.edu).

### **Course Requirements and Assignments**

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

**Assignments for this course include the following:** (1) complete SJSU plagiarism tutorial (no credit); (2) seminar facilitation (15% of course grade) (2) seminar participation (15%);

(3) seminar paper presentations (10%); (4) thesis/project problem statement (10%); (5) Term paper (50%).

- Download the guidelines for the course assignments. Read the guidelines carefully to ensure that you complete course assignments according to instructions.
  - All assignments and exams must be completed in order to pass. ***I will not accept late assignments unless documents can be presented as evidence of illness, death in family, jury duty, recognized religious observance, etc.***
  - Please write clearly and correctly; seek help if you need it. Please proofread your papers carefully. Reading your work aloud often reveals mistakes in syntax, spelling, structure, and logic.
1. ***SJSU Plagiarism Tutorial.*** All students must complete the SJSU plagiarism tutorial online and submit a printout of a passing grade on the quiz to the professor by August 30. The tutorial takes about 15 minutes to complete. Please note that I will not accept any assignments from students until I receive the plagiarism tutorial printout. The tutorial can be found here: <http://goo.gl/7s6Tka>.
  2. **Seminar Facilitation (worth 20% of the semester grade).** Throughout the course of the semester, each student will participate in a total of three small group presentations based upon weekly readings. Group assignments will be made in the first class meeting. Small group presentations will form the core structure of the seminar—therefore, it is essential that group members come prepared. Coordination of presentations is expected and will be evaluated.
    - a. Summaries should provide the following information: (a) relevant background information about the author (or authors) and the context in which their article or book was written; (b) a summary of the main arguments and concepts in the article; and (c) suggestions for potential interpretations or applications of the author's ideas. **Each article summary should take no more than 5-7 minutes.** Assume all students have done the reading, so you are providing a succinct orientation to the main arguments and concepts in order to initiate a focused discussion.
    - b. Presenting groups should prepare several focused questions for discussion in the seminar. These questions should facilitate discussion of the main arguments and concepts in the readings, with attention to challenging material. Questions about individual readings should be complemented by a question about themes that unite them. **Presenting groups should post their discussion questions to the Canvas discussion board no later than 9pm the night before the presentation.**
    - c. Teams are expected to meet outside of class in order to prepare and will lead discussion for a maximum of 90 minutes of the class meeting time.
    - d. **Please see Canvas for further information and guidance on this assignment.**
  3. **Seminar participation (worth 10% of the semester grade).** Student led discussion of weekly readings will form the core structure of the seminar—therefore, it is essential that group members come prepared. Each student in the seminar should actively

participate in discussions about the course texts and should prepare to make substantive contributions throughout each seminar meeting.

- a. Each student should come to the seminar meeting prepared to discuss the following:
    - i. Main arguments and concepts in the texts.
    - ii. Key points. What are the most important points about one or more of the readings? How do you interpret key concepts? What did you struggle to understand?
    - iii. Synthesis. How are this week's texts related thematically? How do you connect this week's texts to other readings in the course (or other courses)?
    - iv. Transformation. What concepts in anthropological thinking do you better understand as a result of the texts? What suggestions do you have for potential interpretations or applications of the author's ideas?
    - v. Further discussion.
  - b. You must substantively contribute to the discussion to receive full credit for the week.
  - c. You are expected to be respectful of other students, the professor, and opinions and be mindful to be courteous in your participation and avoid dominating discussions.
  - d. Should problems arise with sustaining meaningful seminar participation, the instructor reserves the right to assign a brief (3-page double-spaced) summary of the week's readings.
  - e. **Please see Canvas for further information and guidance on this assignment.**
4. **Seminar Paper Presentations (worth 10% of semester grade).** Students will present one Seminar Paper during the term. These are 2,000 - 2,200-word papers (not including references) based on book-length ethnographies that are **presented formally, as in a conference presentation**. Each presentation will be no more than 15 minutes. Students receive two grades for the Seminar Paper: One for the written product, and one for their oral presentation. The written Seminar Papers are worth 50 percent of the student's grade for this assignment. The oral presentations are worth 50 percent of the student's grade for this assignment. These papers are due **the day they are presented to the seminar**. After presentations are complete, the presenting authors will facilitate class discussion of the book. **See the Canvas page for this course for specific instructions on the seminar paper.**
5. **Thesis/project problem statement (worth 10% of semester grade).** Each student will prepare a brief (three-page double-spaced) statement of a research problem that he or she plans on pursuing in the graduate program. This is a detailed statement of the problem that is to be studied (in the case of a thesis) or addressed and even solved (in the case of a project). Thesis problems can in principle be addressed through research leading to the generation of knowledge, while project problems are typically addressed through an intervention that is informed by applying the skills and knowledge of anthropology. This section should also elaborate in detail the goals or objectives of the thesis or project.

This is not designed to serve as your definitive research statement for the MA program in applied anthropology. It is simply a preliminary effort aimed at helping you conceptualize your own project or thesis. See Canvas for full outline

- 6. Term paper (worth 50% of semester grade). The term paper for this course will consist of a 15-page (double-spaced) literature review in which you develop a theoretical framework for investigating a topic of your choosing. The term paper is a three-phase assignment that includes**
- a. **(a) an annotated bibliography summarizing the relevant literature (worth 15% of the assignment grade);**
  - b. **(b) a rough draft of the literature review, which will allow the instructor to provide you with feedback (worth 15% of the assignment grade); and**
  - c. **(c) the final draft of the literature review (worth 70% of the assignment grade). Final drafts are due on the last regular class meeting (before final exam week). You should conform to the The Chicago Manual of Style, Author-Date format, available on Canvas. This term paper is designed to meet the requirements of the Graduation Writing Assessment Requirement (GWAR).**

#### ***Formatting & Grading Information***

- In addition to following specific assignment guidelines, materials submitted for grade must conform to the following minimal requirements.
- Use Times New Roman, 12-point font, margins of 1" all around, on good quality, clean white paper. Text must be clear, dark, and clean.
- Use the Chicago Manual of Style, Author-Date format, especially when citing references. It can be found on our Canvas site and at [http://www.chicagomanualofstyle.org/tools\\_citationguide/citation-guide-2.html](http://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-2.html).
- Finally, you must submit work with fewer than five mechanical (spelling, punctuation, grammar) errors or it will be returned to you ungraded. You can use Grammarly.com or your word processing program to monitor these errors in advance. You must revise the paper, eliminate all such errors and resubmit it for grade. There will be a 10% reduction in grade on any second revisions. Your work represents the University and the Department, as well as your own reputation. Work hard to maintain these high standards.

Your work will be assessed based on your effort and reasoning, as illustrated by your writing. Your assignments document your mastery of the skills critical to ethnographic inquiry.

No extra credit is available.

#### **Determination of Grades**

A plus >97, A 93-96, A minus 90-92

An "A" demonstrates originality, not merely efficient memory, addresses the tasks effectively, shows effective organization and logical argumentation, uses clear, appropriate, and accurate examples and a high level of writing competence and knowledge. Completes the task and consistently does extra work that is self-initiated.

B plus 87-89, B 83-86, B minus 80-82

A "B" may show a good level of competence and may even reflect exactly what was discussed in class and texts but does not contribute original knowledge. It shows uneven development of tasks. Work may be generally well organized, use appropriate examples, display facility in argumentation, with a few gaps, and demonstrates a good level of writing and knowledge. Completes the task and does some extra work guided by the instructor.

C plus 77-79, C 73-76, C minus 70-72

A "C" may show a fair level of competence but may be uneven. Work will address the task adequately, but only with parts of the task. It is adequately organized and may occasionally use examples. Argumentation may be inconsistent and writing and knowledge competence may be unclear. Language may be inappropriately informal in parts of assignment.

D plus 67-69, D 63-66, F <63

A "D" will demonstrate poor competence with inadequate organization, task and argumentation development and inappropriate examples. It will display difficulty in using adequate academic language and errors in knowledge will be in evidence. A failure will only occur if no effort is made to address the question or topic.

## Classroom Protocol

1. It is expected that students will be attentive and respectful of their fellow students, the instructor and cultures and traditions which are not their own.
2. Students arriving habitually late to class will be asked to leave as this is disruptive to the learning process.
3. **Mobile phones, laptops, and tablets must be turned off during class and must be out of sight or else the instructor will collect the device from the student until the end of class.**
4. Students may record lectures for their own private use only, **not to be redistributed or sold.**
5. Students are required to read SJSU's Academic Integrity Policy S07-2 (see below). **This university policy on plagiarism and cheating will be strictly honored.**
6. In the event that the building is evacuated because of an emergency during class time, the class will convene in the parking lot directly adjacent to the building. No assignment will be canceled because of any such emergency.
7. If you send me a photograph of Frantz Fanon by August 23, I will add 3 points extra credit to your seminar paper presentation.
8. If you miss a class, ask your fellow students for copies of their notes. If you need further help, please see me in my office hours.
9. Students are responsible for being aware of exam dates and assignment deadlines.
10. If you have any concerns about your class performance or comprehension, see me in my office hours or schedule an appointment. I am always willing to help students and I care about whether students are grasping the material and enjoying the class.

## **University Policies**

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>"



**ANTH 230: Theory in Practice  
Fall 2021 Course Schedule**

*Schedule is subject to change with fair notice.*

AT – Readings from *Anthropology in Theory* are referred to as “AT” in the course schedule

\*\*\*Articles marked with asterisks can be found on Canvas.

WEEK	DATE	CONCEPTS, READINGS, AND ASSIGNMENTS
1	08/23	<p><b>Introduction</b></p> <p><b>Readings:</b> Da Col, Giovanni, Claudio Sopranzetti, Fred Myers, Anastasia Piliavsky, John L. Jackson, Jr., Yarimar Bonilla, Adia Benton, and Paul Stoller. 2017. “Why Do We Read the Classics?” <i>Hau: Journal of Ethnographic Theory</i> 7(3):1-38. <b>(They’re short essays – it’s much shorter than it looks!)</b></p> <p>Listen to any <i>regular</i> episode (preferably after 2011) of <i>The Partially Examined Life</i> Podcast (available on Apple Podcasts, Google Podcasts, and <a href="https://partiallyexaminedlife.com/">https://partiallyexaminedlife.com/</a>). This podcast is a model for effective seminar discussion, so listening will serve as an orientation to the course format.</p> <ul style="list-style-type: none"> <li>• Please note that they mix up related podcasts in their podcast feed. Ensure that you listen to regular PEL episodes (just pick your favorite philosopher) and not one of their related ones (NEM/Nakedly Examined Music, Pretty Much Pop, etc.)</li> </ul> <p><b>Optional Reading (but encouraged):</b> H. Moore and T. Sanders – Anthropology and Epistemology (AT, 1-18)</p>
2	08/30	<p><b>Information Literacy Session from 6-7pm. Class resume at 7:15pm.</b></p> <p style="text-align: center;"><b>Culture I</b></p> <p><b>Readings:</b> F. Boas – The Aims of Anthropological Research (AT, 22-31) A. L. Kroeber – The Concept of Culture in Science (AT, 32-36) G. Bateson – Problems and Methods of Approach (AT, 37-42) R. Benedict – The Individual and the Pattern of Culture (AT, 43-52)</p> <p><b>Plagiarism Tutorial Due</b></p>
	09/06	<b>NO CLASS: LABOR DAY HOLIDAY</b>
3	09/13	<p style="text-align: center;"><b>Social Structure</b></p> <p><b>Readings:</b> E. Durkheim – Rules for the Explanation of Social Facts (AT, 54-63) A. R. Radcliffe-Brown – On Social Structure (AT, 64-69) E. R. Leach – Introduction to <i>Political Systems of Highland Burma</i> (AT, 70-77) C. Levi-Strauss – Social Structure (AT, 78-88)</p>

4	09/20	<p style="text-align: center;"><b>Function and Environment</b></p> <p><b>Readings:</b>  B. Malinowski – The Group and Individual in Functional Analysis (<i>AT</i>, 90-101)  J. Steward – The Concept and Method of Cultural Ecology (<i>AT</i>, 102-108)  A. Vayda and R. Rappaport – Ecology, Cultural and Noncultural (<i>AT</i>, 123-128)  A. Faas – Vulnerability in Anthropological Perspective***</p> <p><b>Optional Reading:</b>  L. White – Energy and the Evolution of Culture (<i>AT</i>, 109-122)</p>
5	09/27	<p style="text-align: center;"><b>Ethnography I</b></p> <p><b>Readings:</b>  DeLeon - <i>The Land of Open Graves</i></p>
6	10/04	<p style="text-align: center;"><b>Meanings and Language</b></p> <p><b>Readings:</b>  C. Geertz – Thick Description: Toward an Interpretive Theory of Culture (<i>AT</i>, 166-172)  T. Asad – Anthropology and the Analysis of Ideology (<i>AT</i>, 173-185)  S. Ortner – Subjectivity and Cultural Critique (<i>AT</i>, 186-190)  C. Levi-Strauss – Structural Analysis in Linguistics and in Anthropology (<i>AT</i>, 192-203)  M. Crick – Ordinary Language and Human Action (<i>AT</i>, 204-209)  M. Bloch – Language, Anthropology, and Cognitive Science (<i>AT</i>, 210-220)</p>
7	10/11	<p style="text-align: center;"><b>Bodies, Embodiments, and Genders</b></p> <p><b>Readings:</b>  M. Jackson – Knowledge of the Body (<i>AT</i>, 246-259)  E. Martin – The End of the Body? (<i>AT</i>, 260-275)  L. Sharp – Hybridity: Hybrid Bodies of the Scientific Imaginary (<i>AT</i>, 276-282)  S. Ortner – So <i>Is</i> Female to Male as Nature is to Culture? (<i>AT</i>, 357-362)  O. Oyěwumi – The Invention of Women (<i>AT</i>, 448-454)  D. Valentine – I Went to Bed with My Own Kind Once***</p> <p><b>Assignment due:</b>  Annotated bibliography for term paper</p>
8	10/18	<p style="text-align: center;"><b>Ethnography II</b></p> <p><b>Readings:</b>  Gordillo - <i>Rubble</i></p>
9	10/25	<p style="text-align: center;"><b>Historical Engagements I</b></p> <p><b>Readings:</b>  M. Weber – Puritanism and the Spirit of Capitalism (<i>AT</i>, 286-292)  E. Wolf – Introduction to <i>Europe and the People Without History</i> (<i>AT</i>, 293-307)  S. Mintz – “Time, Sugar, and Sweetness”***</p> <p><b>Assignment Due:</b>  Thesis/Project Problem Statement</p>

10	11/01	<p style="text-align: center;"><b>Historical Engagements II</b></p> <p><b>Readings:</b>  J. Comaroff and J. Comaroff – Introduction to <i>Of Revelation and Revolution</i> (AT, 308-321)  F. Harrison – Anthropology as an Agent of Transformation***  D. Donham – Epochal Structures I: Reconstructing Historical Materialism (AT, 322-331)  P. Bourdieu – Structures and the Habitus (AT, 332-342)  C. Zaloom – How to Read the Future: The Yield Curve, Affect, and Financial Prediction (AT, 502-507)</p>
11	11/08	<p style="text-align: center;"><b>Ethnography III</b></p> <p><b>Readings:</b>  Amrute - <i>Encoding Race, Encoding Class</i></p> <p><b>Assignment due:</b> Rough draft of term paper</p>
12	11/15	<p style="text-align: center;"><b>Culture II</b></p> <p><b>Readings:</b>  P. Bourdieu – Objectification Objectified (AT, 151-162)  R. Thornton – The Rhetoric of Ethnographic Holism (AT, 378-385)  L. Abu-Lughod – Writing Against Culture (AT, 386-399)  Marino &amp; Faas – Is Vulnerability and Outdated Concept?***  B. Latour – Relativism (AT, 492-500)</p>
13	11/22	<p style="text-align: center;"><b>Ethics &amp; Morality</b></p> <p><b>Readings:</b>  N. Schepher-Hughes – The Primacy of the Ethical: Propositions for a Militant Anthropology (AT, 412-418)  R. D'Andrade – Moral Models in Anthropology (AT, 419-428)  M. Spiro – Postmodernist Anthropology, Subjectivity, and Science (AT, 429-440)  D. Fassin – Beyond Good and Evil? Questioning the Anthropological Discomfort with Morals (AT, 441-444)</p>
14	11/29	<p style="text-align: center;"><b>Ethnography IV</b></p> <p><b>Readings:</b>  Barrios - <i>Governing Affect</i></p>

15	12/06	<p style="text-align: center;"><b>Pushing Past "the West" and Its Others</b></p> <p><b>Readings:</b>  A. Gupta and J. Ferguson – Beyond "Culture": Space, Identity, and the Politics of Difference (<i>AT</i>, 522-530)  G. Marcus – What is at Stake – and is not – in the Idea and Practice of Multi-Sited Ethnography (<i>AT</i>, 531-534)  A. Appadurai – Grassroots Globalization and the Research Imagination (<i>AT</i>, 535-546)  J. Comaroff – The End of Anthropology, Again: On the Future of an In/Discipline (<i>AT</i>, 547-554)  D. Holmes and G. Marcus – Cultures of Expertise and the Management of Globalization: Toward the Re-functioning of Ethnography (<i>AT</i>, 571-575)</p> <p><b>Assignment due:</b>  Final draft of term paper</p>
<b>FINAL EXAM</b>		<p style="text-align: center;"><b>Course Conclusion, Summary, and Review</b></p> <p><b>Date TBD from 5:15pm to 7:30pm in regular Zoomland</b>  <b>The University has not yet published its final exam schedule for Fall 2021.</b>  <a href="https://www.sjsu.edu/classes/final-exam-schedule/fall-2021.php">https://www.sjsu.edu/classes/final-exam-schedule/fall-2021.php</a></p>